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AUTHOR Gueths, James
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ABSTRACT

The Oshkosh Calendar Plan is described as resembling traditional calendars in many ways but altering institutional operations to permit the restructuring of time to meet the unique needs of learners, the logic of course content, and the professional interests of faculty. The advantages of this modular calendar are discussed. The Oshkosh Faculty Development Program is described using an incentive grant model in which individual faculty or groups of faculty members prepare proposals for funding to support specific professional development activities. The program consists of seven individual components: (1) the Research Component provides support for a wide variety of faculty research projects in all disciplinary areas; (2) the Curriculum Development Component supports faculty to engage in substantial curriculum development efforts not normally considered as part-of- load; (3) the Faculty College is a program of concentrated in-service educational opportunities offered by and for Oshkosh faculty, staff and administration; (4) the problems of immediate interest to the institution; (5) the Off-Campus Component provides faculty with additional compensation for attending intensive workshops, short courses, etc.; (6) the University Institutes Components supports the establishment of temporary academic units for the study of interdisciplinary problems; and (7) the Professional Development Semester provides opportunities for faculty to pursue planned, extended programs of professional development within off-campus environments. (SPG)

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CENTRAL STATES SPEECH ASSOCIATION
Chicago, Apr 17-19, 1975

Faculty Development at UW-Oshkosh

James Gueths
UW-Oshkosh

Adopted in the summer of 1975, the Oshkosh Calendar Plan resembles traditional calendars in many ways, but it alters institutional operations to permit the restructuring of time to meet the unique needs of learners, the logic of course content, and the professional interests of faculty.

We begin by showing graphically a traditional academic year calendar, consisting of an eight week semester session, and two regular semesters, in this case 17 weeks in length. The Oshkosh Calendar retains the 8-week summer session and the 17-week semester concept, but divides them into terms of 4 and 4 weeks during the summer, and 7, 7, and 3 weeks during the fall and spring.

This flexibility, coupled with a large component of self-paced courses makes it possible to offer courses of various lengths within terms and combination of terms starting at various times of the year.

Whether a faculty member wants a class of students with no other obligations for a three-week intensive experience with significant affective components, or a 17-week extended period of three-times-a-week mathematics drill, the calendar can provide the opportunity. All courses need not run over the same length of time, nor need they start and stop together.

This modular calendar permits courses to be of various lengths, and allows students to choose schedules compatible with their own interests--both very difficult to achieve within a traditional calendar system. It

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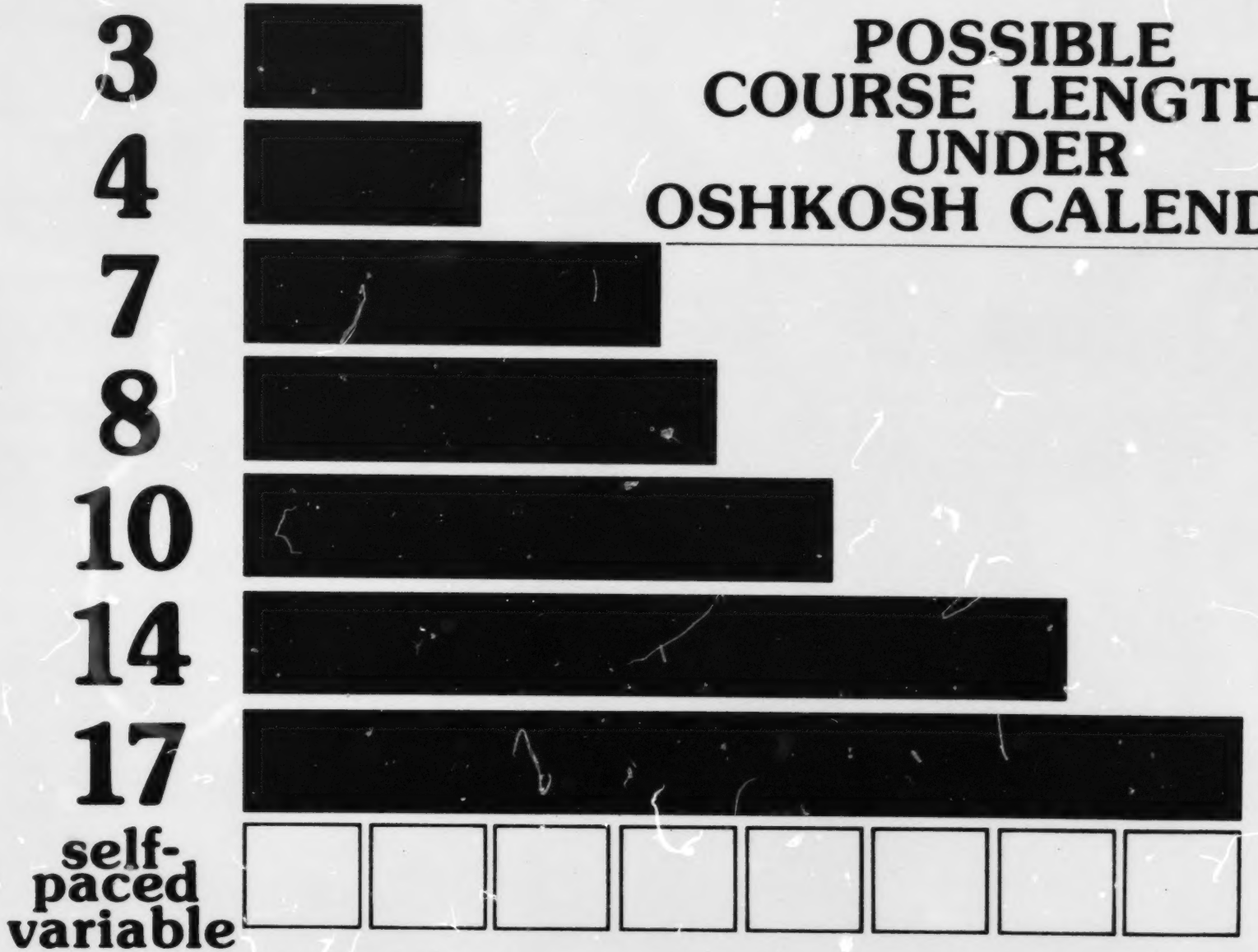
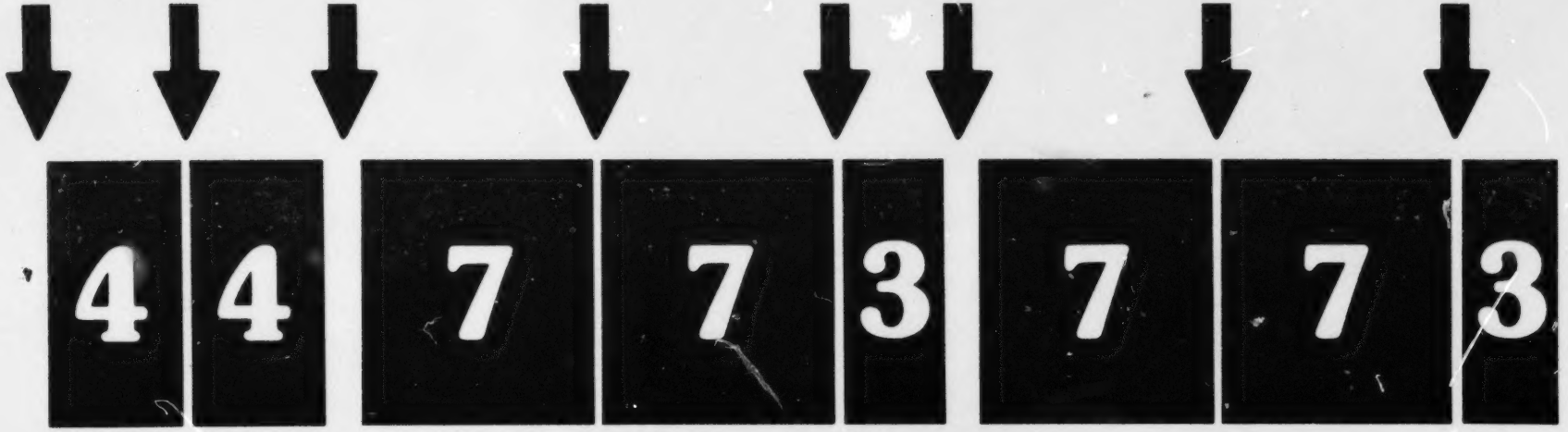
OSHKOSH CALENDAR

TRADITIONAL CALENDAR

POSSIBLE COURSE LENGTHS UNDER OSHKOSH CALENDAR



STUDENT ACCESS POINTS
UNDER
THE OSHKOSH CALENDAR

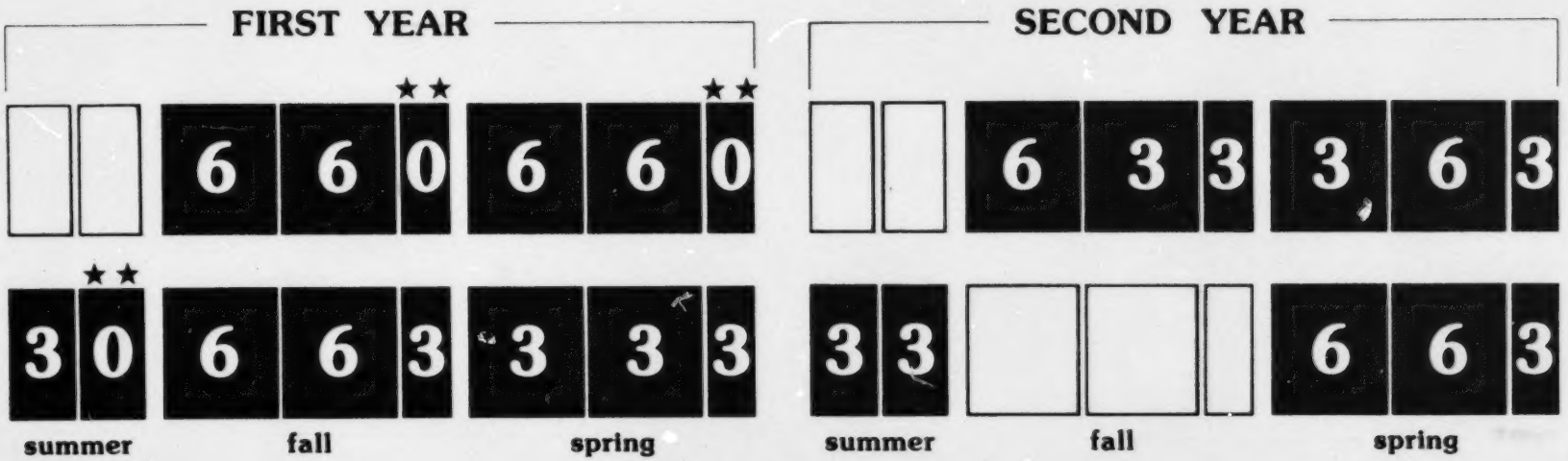


SELF-PACED

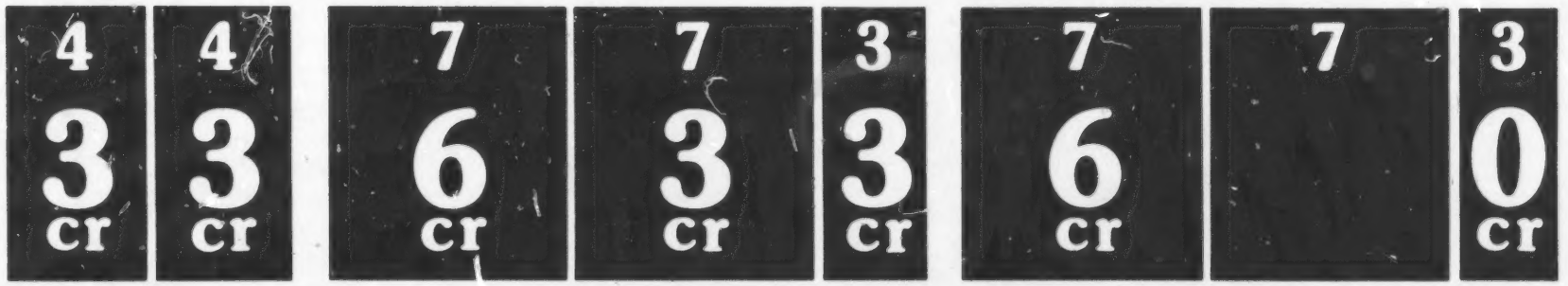
also allows faculty to adjust their work parameters along two dimensions of faculty effort. On the UW-Oshkosh campus, these are defined as 34 weeks of scheduled activity and approximately 24 student contact hours of instruction. In these two examples of possible faculty schedules, numbers of credits taught each term are indicated in the boxes, and terms during which the faculty member is under contract are shaded. Note particularly the arrows pointing to terms in the first faculty member's schedule during which there is no teaching assignment, and the sequence of the second faculty schedule which reduces teaching during the last part of the first year, followed by an entire semester free of all campus responsibilities. Faculty need not start and stop in unison, nor need they teach all the time they are on campus. Thus, the Oshkosh modular calendar, which permits both traditional and innovative instructional patterns to coexist within the same institutional setting, also permits faculty to schedule workloads in ways that better support activities included within individual programs of professional growth and renewal. One month periods devoted full-time to research or other professional development within the contractual academic year are routinely arranged and more extended periods within 2-year teaching plans are possible.

The calendar also allows the redistribution of institutional fiscal resources to provide support for approved professional development activities. By distributing the faculty's teaching assignment across the entire year and eliminating the Summer Session as a separate budget period, the calendar plan allows the institution to dedicate approximately two percent of its instructional budget (or over $200,000 each year) to a program of incentive grants for faculty that form the basis of the Oshkosh Faculty Development Program.

SAMPLE FACULTY SCHEDULES
UNDER
OSHKOSH CALENDAR



SUPPORTING SUMMER SESSION - TYPICAL FACULTY LOAD PATTERN



The Oshkosh program was developed and defined during the spring of 1975 by a faculty committee appointed by the Chancellor. The program's philosophy, structure, and decision criteria are fully described in an attractive booklet that is routinely made available to all faculty members. It is administered by the Faculty Development Board, which consists of ten faculty representing colleges and support divisions, the Grants Officer, a representative of the Graduate School, and a designee of the Vice Chancellor's Office.

The program uses an incentive grant model in which individual faculty or groups of faculty members prepare proposals for funding to support specific professional development activities. All proposals are evaluated through peer evaluation processes and are considered for approval by the Faculty Development Board, which recommends support or non-support to the Vice Chancellor. Funding is available through the program to provide salary support to faculty for calendar periods not associated with their normal academic year contracts, travel, supplies, student assitants, etc.

The program is organized around seven distinctly different types of activity that faculty can and do associate with professional development roles. While several of these roles are rather traditional others project faculty into activity of a more non-traditional nature. These seven activity areas form the basis of the seven individual components that make up the Oshkosh Faculty Development Program.

The Research Component provides support for a wide variety of faculty research projects in all disciplinary areas. In addition to the types of activities that faculty normally associate with research, the component has special provisions that promote the movement of faculty from one line

OSHKOSH
FACULTY DEVELOPMENT PROGRAM
COMPONENTS :

RESEARCH

CURRICULUM DEVELOPMENT

FACULTY COLLEGE

NEEDS

OFF CAMPUS

UNIVERSITY INSTITUTES

PROFESSIONAL DEVELOPMENT SEMESTER

RESEARCH COMPONENT

supports

new & continuing research

transitions to new research areas

re-entry to research activity

RESEARCH COMPONENT

(project activity)

	1975 - 76	1976 - 77	1977 - 78 (est)
no. of faculty-projects approved	59	57	55
project support	$ 78,000	$ 92,000	$ 89,000

of research to activity in new research areas. It also extends support for faculty who have not been recently active in research work to renew their interests in this type of professional activity.

As examples of the range of activities supported in the past three years, the component has supported the research of music faculty in Beethoven's ten sonatas for violin and piano, the impact of voice compression on student learning, a translation of ancient Chinese lyrics, and participation by a number of our religion faculty in an archaeological expedition in the Middle East. Interest in this program component continues strong with approximately half of the proposals submitted receiving support through the peer approval process.

The Curriculum Development Component supports faculty to engage in substantial curriculum development efforts not normally considered as part-of-load. The Component promotes innovative teaching techniques, the application of new technologies to instruction, flexible instructional patterns, and the development of interdisciplinary curricula. It also supports one-or-two-month periods of supplementary training for faculty preparing to implement curricula in areas for which their previous training or experience leaves them marginally prepared, and pilot efforts to offer courses and programs to new learner populations.

This component has supported, for example, projects to develop courseware for self-paced courses, new non-credit offerings for adult audiences, the restructuring of introductory program sequences, and the development of internship programs in several disciplinary areas. This is the largest component of the faculty development program in terms of faculty involved and dollars expended.

CURRICULUM DEVELOPMENT COMPONENT

supports

innovative teaching techniques

new technologies

flexible instructional patterns

interdisciplinary curricula

supplementary training

pilot offerings

CURRICULUM DEVELOPMENT COMPONENT

(project activity)

	1975 - 76	1976 - 77	1977 - 78 (est)
no. of faculty-projects approved	106	66	65
project support	$ 116,000	$ 93,000	$ 92,000

The Faculty College is a new program of concentrated in-service educational opportunities offered by and for UW-Oshkosh faculty, staff and administration. It is made possible through the flexibility of the calendar, with its provision for a three-week period at the end of each semester when many faculty have fulfilled their teaching obligations and are free to spend the remaining contractual time in research, curriculum development, or other educational activity related to their professional responsibilities.

By taking advantage of the resources in time and facilities that are under relatively less demand during the three-week terms, faculty are able to increase greatly their access to one another's knowledge and experiences. The result is a substantial strengthening of the university's overall professional development and interdisciplinary awareness.

Faculty College offers three types of colloquia, seminars, and workshops:

-- Those which permit faculty to study new developments in their disciplines or professions. As examples, past Faculty Colleges have featured short courses in catastrophe theory, multivariate analysis, and social history.

-- Those which introduce or further develop faculty awareness of or competence in new teaching techniques. Workshops dealing with computer programming, self-paced instruction, and experiential learning are frequently scheduled.

-- Those which provide general education experiences not relating to specific professional activities but enabling faculty to broaden their mutual interests. One recent Faculty College offered a short course in futurism.

THE CALENDAR & FACULTY COLLEGE

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FACULTY COLLEGE

features

new developments in disciplines or professions

new teaching techniques

general educational experiences

FACULTY COLLEGE

(project activity)

	1975 - 76	1976 - 77	1977 - 78 (est)
no. of programs scheduled	24	37	25
no. of faculty presenters	73	85	50
project support	$ 12,000	$ 25,000	$ 25,000

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As time passes, there is every evidence that Faculty College is an attractive, acceptable model for formally structuring in-service programs for college and university faculty. Participation remains strong, and recent colleges have witnessed the evolution of several particularly creative approaches to in-service program development, such as the formation of study groups that continue functioning through the following semester.

The institutional Needs Component provides support for faculty to study and analyze problems of immediate interest to the institution. Needs projects are expected to substantially contribute to the professional development of the faculty involved, improve decision-making in the university community, and facilitate progress in efforts to achieve the institutional mission.

While the number of projects supported in this program component remains modest, the component has enabled faculty to make notable contributions to the institution's development. One project resulted in a land sculpture consisting of ten large, symmetrically placed grass-covered mounds interwoven with walkways, located at the end of the central campus mall. Another reviewed the probable impact of collective bargaining in the institutional environment. A third reviewed grading practices in a wide range of colleges and universities and developed recommendations for changes in local grading policies.

The Off-Campus Component provides faculty with additional compensation for purposes of attending intensive workshops, short courses, and simliar educational opportunities that promise to make substantial contributions to the participant's professional development and enhance the effectiveness of the institution's academic programs. Support is provided to the faculty

NEEDS PROGRAM

(project activity)

	1975 - 76	1976 - 77	1977 - 78 (est)
no. of faculty-projects approved	9	1	3
project support	$ 12,000	$ 2,000	$ 6,000

OFF - CAMPUS PROGRAM

(project activity)

	1975 - 76	1976 - 77	1977 - 78 (est)
no. of faculty-projects approved	16	23	35
project support	$ 7,500	$ 8,200	$ 13,000

participant at a level adequate to meet projected travel, tuition, and housing costs, as well as meet reasonable instruction-related expenses.

The Off-Campus Component supports professional development activities that cannot be supported through the travel budgets of the colleges and support divisions. As examples of the types of experiences supported in recent years, one faculty member spent a summer in residence at Aspen, Colorado studying with a renowned cellist; another attended a media workshop conducted by Eastman Kodak; a third participated in an intensive linguistic workshop. Faculty interest in this program component is steadily growing in response to increasing need, greater awareness of the development opportunities made possible by the program, and an increasing variety of continuing education opportunities that are available to faculty.

The University Institutes Component supports the establishment of temporary academic units that focus the academic and professional interests of students and faculty from varied disciplinary areas on interdisciplinary problems and issues of current concern. To date, one institute, focusing on increasing the effectiveness of the university's teacher-education programs, has been formed. Another related to improving the quality of water in the Fox Valley area is in the advanced planning stage.

The Professional Development Semester provides opportunities for faculty to pursue planned, extended programs of professional development within off-campus environments. Projects involve faculty full-time during a Fall or Spring Semester and the contiguous Summer Semester. Projects may involve formal work roles in business, industry, other institutions, or laboratories. They may also involve advanced coursework in program areas

of particularly high need, or informal study in other environments conducive for research, scholarships, or intellectual renewal. Available to faculty for the first time this semester, one project involving the renewal of a faculty member's skills to teach English Composition has been approved.

The total number of projects supported by the Oshkosh Faculty Development Program is particularly significant when viewed against the total number of faculty eligible to be supported. The program is widely accepted, and involvement by individual faculty is viewed by peers as professionally relevant, contributing to the development of both the individual faculty and the institution.

FACULTY DEVELOPMENT PROGRAM

(total activity)

	1975 - 76	1976 - 77	1977 - 78 (est)
no. of faculty-projects approved	215	190	200
project support	$ 214,000	$ 219,000	$ 230,000

★ Approximately 600 faculty and staff are eligible for support.

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